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Editorials

Fortify with Education

National defense must not be permitted to weaken or disrupt education.

Perpetuation and improvement of the American way of life can be insured only by a sound and adequate program of education. Democracy and ignorance can never flourish side by side.

More, rather than less, education will be needed to prevent the spread of sinister *isms* that mask their real purposes behind false statements.

Education has been our mightiest fortress against the assaults of internal and external enemies in the past and there must be no withdrawal from that fortress now.

To preserve what is vital in America we must keep the schools *producing at capacity.*

Scholarship in Teaching

Much ink has been spilled and much talk wasted in controversy over the importance or non-importance of high scholarship in a teacher.

Those who decry the need for scholarly standards are apt to stress the value of methodology or of certain human qualities the unscholarly teacher may possess.

Now the real trouble with a teacher whose standard of scholarship is low is likely to be a superficiality of thinking that tends to intellectual shiftiness. Students seldom respect the educational efforts of a teacher whose shortages of learning become evident in the classroom.

Sincerity of statement; a scrupulous differentiation between fact and opinion; and an enthusiasm for one's subject field — these are elements of successful teaching that are more often found with high scholarship than without it.

Institutions that emphasize scholarship have perhaps been too boastful of their ability to equip their students for teaching without coaching them in techniques of education. On the other hand, the institution that neglects subject matter for techniques of presentation may only train uneducated persons to go through the motions of teaching.

Any notion that an uneducated person can safely be trusted to educate others ought to be abandoned for good and all.

Reaching for the Planet

The thought that Hitler is scheming to make common cause with Stalin and the Communists for domination of the planet, awakens ominous misgivings.

Such acts by Stalin as dismissal of the Norwegian, Belgian and Yugoslav legations and recognition of the revolutionary regime in Iraq, plainly indicate the Soviet intention of catering to Hitler at least outwardly and for the present. Any hope we may once have entertained that Moscow would put brakes on Hitler's ambitions in the Balkans or the Near East would now appear to have been utterly unfounded. Instead, a partnership of four aggressive autocracies straddling two continents already looms as the most gigantic threat democracy has ever faced.

Wrong Use of Oil

Trimming the wicks of their kerosene lamps our grandmothers little dreamed that the supplies of natural oil from which that fuel was made might one day determine the outcome of a great world struggle.

While it is a mistake to suppose that the acquiring of oil fields was Hitler's chief ambition, it has become his most urgent military objective. Oil accounts in part for his trade treaty with Russia, his occupation of Rumania, his machinations in Iraq and Iran, and his attacks on convoys in the Atlantic. Lack of oil may have been largely responsible for Mussolini's failures.

Aggression and Bad Faith

The mysterious mission of Rudolph Hess, to the Duke of Hamilton, caused re-publication of a letter which the Duke had written to the London Times just one month after Britain's declaration of war on Germany. A single expression in that letter sums up what the war is all about. The Duke wrote that "*the menace of aggression and bad faith*" must be removed and when that was done the war should stop.

Do the German people realize what it is that the opposing nations demand—and how reasonable it is? Hitler keeps them in ignorance of this, of course. And at the same time he has been training their minds to admire aggression and bad faith. This makes it doubly difficult for civilization.

Sue Sees Historic Boston

By ROBERT M. WINN

May 10, 1941.

Dear Beth:

What do you know? I am in BOSTON. Dad had to meet clients here, brought me with him, and I've just thirty minutes to write you before we leave. Oh Beth, what an exciting day! Of course you and I and the bunch will be here next month at the N.E.A. Convention, but right now I am way ahead of all of you, for in the few hours I have been here I have really and truly *seen Historic Boston.* I haven't hurried, I'm not tired, and I have actually done so much more than merely "walk past" Boston's historic shrines. Will I have a good time showing you folks around?

To begin with I became the possessor of a *Pink Map* and a set of *Six Leaflets.* The map gave me a starting place, the sidewalks to follow (I did not use the street as so many real Bostonians seem to) and carefully instructed me where and how to turn corners and what to look for. The Leaflets gave the facts. By the way I covered most of *Historic Boston* in exactly one and one-fifth miles, believe it or not.

After visiting the Hall of Flags, the Library (Log of the Mayflower) and the Archives (Winthrop's Charter) in the *State House* (State Capitol to you) on Beacon Hill I set out, map in hand. The State House overlooks *Boston Common* which was purchased by taxing every householder in Boston, over three hundred years ago, so there might be a Training Field and Cow Pasture in Boston. However, I did not see a single cow on the Common, but children were playing at the Frog Pond, people were sitting on the benches and honestly scores were playing on the grass or stretched out in the sun. No "keep off the grass" signs here. One group was having a box picnic.

Many of the buildings on Park St. (I followed the map) were designed by Bulfinch. Did you know that No. 6, which now houses THE JOURNAL OF EDUCATION, once was the home of the younger Dr. Warren who assisted his father when the old doctor performed the first major operation where ether was used?

At Park and Tremont Streets, popularly known as *Brimstone Corner*, I turned left around *Park Street Church.* Almost 110 years ago "*America*" was first sung in public in this church.

The *Granary Burial Ground* lies in the shadow of the church and I spent over an hour in *Old Granary*, and in *King's Chapel* and *King's Chapel Burial Ground* not 200 yards down the street. Beth, you simply would love some of the funny epitaphs, and the Skull and Crossbones, and Angel and Crossbones, tombstones! One stone is decorated with beautifully carved dancing skeletons. John Hancock, Samuel Adams, Paul Revere, "Mother" Goose, Peter Faneuil, Robert Treat Paine, The Boston Massacre Victims, Hull, Sewall, Otis and other notables are buried in *Old Granary*, while William Dawes (who rode with Paul Revere) and Governor John Winthrop (the first Governor) are buried in the *King's Chapel Burial Ground.* Mary Chilton, the only Pilgrim who came to live in Boston, and the first to step on Plymouth Rock is also buried in *King's Chapel Burial Ground*, the first burial ground in Boston.

King's Chapel is generally spoken of as the first Unitarian Church in the country. It actually is the first Episcopal Church in New England, later becoming Unitarian. It is a beautiful church inside, though the walls, probably the first granite walls of size in the country, are stained with age. The bell in the low tower rang while I was in the Burial Ground, and I was told it is the only bell remaining in down-town Boston that was cast by Paul Revere and Son in their North End bell foundry.

And Beth, I walked down School Street where the boys of the Boston Latin School had their slide which the British soldiers destroyed, but had to re-build after the boys protested. You know General Gage remarked about that episode, that it was impossible to drive the notion of liberty out of them, it was so rooted in them from their childhood, or words to that effect.

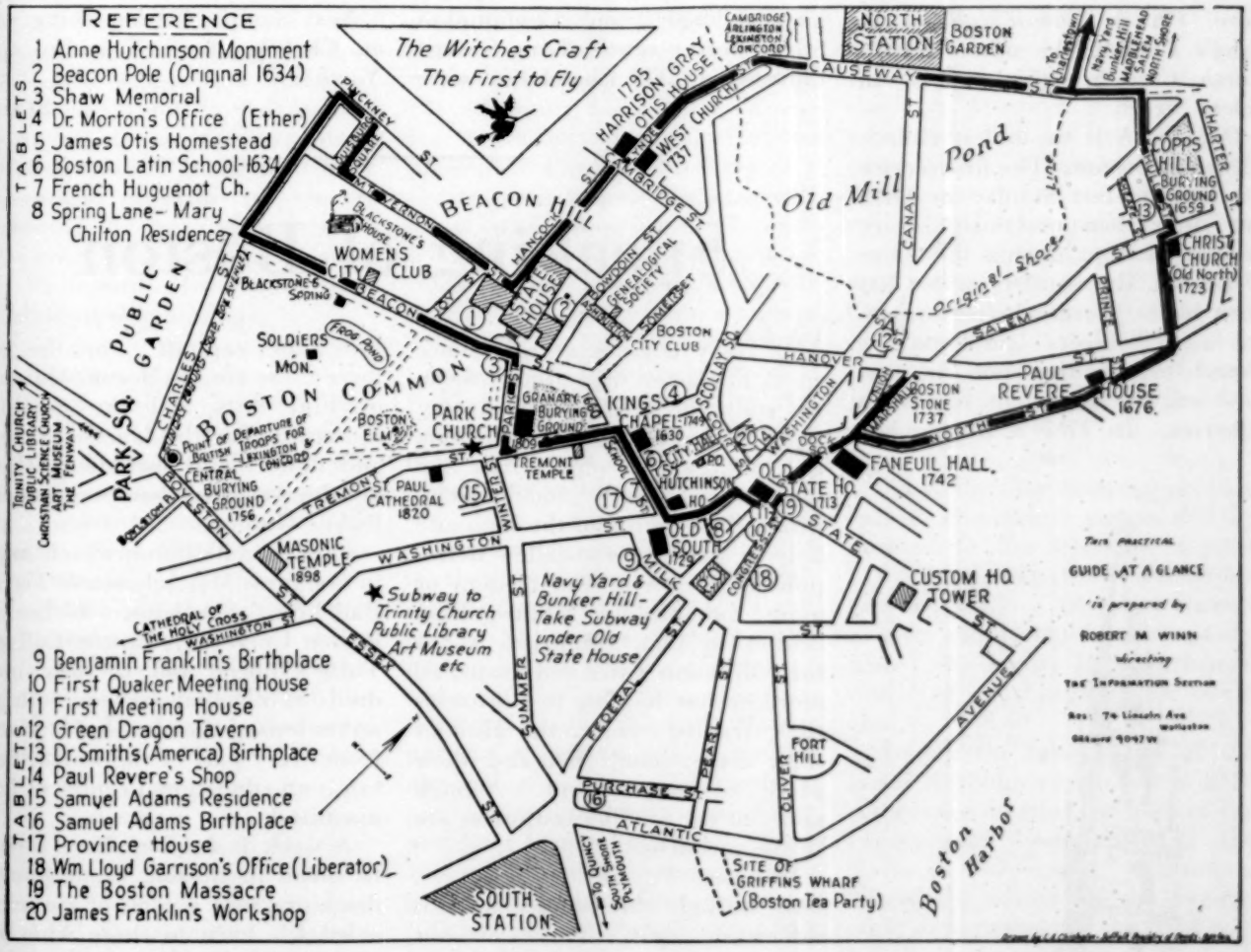
Right at the foot of School Street I spent over half an hour in *Old South Meeting House.* Years and years ago the Town Meetings were held in Old South, and the famous meeting that preceded the more famous Boston Tea Party was held in this building. The British used the church as a riding school during the siege of Boston. And Beth, I set my watch by the clock in the tower which was ticking merrily away the very day that President Washington paraded down the street which was that day named Washington Street in his honor.

Washington Street between *Old South* and *The Old State House* is Boston's Newspaper Row. The Bostonian Society opens the *Old State House* to visitors, and it is one place the crowd *must* visit. I know you and I are interested in collections of prints and dishes and clothes, and both of us, at least, love ships and ship models. A particularly beautiful model of "*Old Ironsides*" is displayed in the ship museum. From the Old Council Chamber on the second floor I looked right down on the site of the *Boston Massacre* which is marked in the square by a raised

circle of paving stones. Just outside the window a little balcony overlooks this square, and from this balcony the Declaration of Independence was first read to the people of Boston. Honestly Beth, I visioned much more than the Massacre in the square! I could imagine the old stocks and whipping post, and the pillory, and the people trading on market days as they did so many, many years ago.

I'm going to walk you girls through *Damnation Alley* to *Faneuil Hall* when I show you Boston. You know the teamsters cursed lustily when they met in such narrow streets, so orders were given them "to get down and flip a coin to see who would back out". I believe this order was the first traffic regulation in the country. The alley leads you through to *Faneuil Hall* the *"Cradle of Liberty"*. Peter Faneuil gave it to the people of Boston as a market place and a meeting place. It is still both of these. Its weather vane is a nice big grasshopper made of copper and there's a story about it that I must tell you sometime.

The oldest building in Boston, the *Marshall Building*, and the *Boston Stone*, are near *Faneuil Hall*, and *Paul Revere's Home* in North Square is not far distant. Revere lived in this, the oldest frame building in Boston, from 1770 until 1800. And Beth, I stood at the very front door from which Paul Revere started forth on his "Midnight Ride". I don't have to tell you a word about this house, every child in the Square, from three to thirty, and there are umpty hundreds of them, gangs up to tell the story of Paul Revere to the visitors and collect pennies.



HERE IS THAT "PINK MAP" OF HISTORIC BOSTON referred to in the accompanying article. Copies of this and the "six leaflets" also mentioned may be purchased from the "Man Who Knows Most About Boston." He is Robert M. Winn, author of this article. His address is Six Park Street, Boston.

I am going to dare you folks to sing about Solomon Levi as you go up Salem Street. He really did have a store on Salem Street.

Heavens, only a few minutes left. I guess I have just been tearing along, but honestly I am enthusiastic about this city. I must tell you something sometime about "*Old North Church*". I only went to the *Copp's Hill Burial Ground* beyond the church, and that to get a glimpse of *Bunker Hill Monument* and U. S. Frigate Constitution *Old Ironsides* across the Charles River.

You know the N.E.A. will have a Vesper Service Sunday afternoon, June 29th—three of them I believe. One in *Faneuil Hall*, one in *King's Chapel*, the other in *Old North Church*. (Episcopal) on Salem Street.

Old North is the oldest church edifice in Boston. The first service was on the last Sunday in 1723, but since then practically every Sunday (except during the Siege of Boston, the regular service has been held. Revere helped organize a bell-ringers' guild in the church to play the bells, the first peal on the continent of North America. In 1757 a Boston boy "*flew*" three times from the steeple and probably all the women left their work and the men left their business so that traffic was tied up in the North End, for the authorities prohibited him from "*flying*" any more in the city of Boston.

Over 1100 have been buried in the 37 tombs under the church, including Samuel Nicholson, first Commander of *Old Ironsides* and Major Pitcairn, the British officer fatally wounded at Bunker Hill.

The box pews are the highest in the country. The organ is the first one built in this country. The Bible (a Vinegar Bible) one of five in the world, the old Prayer Book (with prayers for the King later deleted), and Communion Silver were given by King George the Second. The Chandeliers were lighted first on Christmas Day in 1724. Of course you know how the lanterns were displayed from the steeple at Paul Revere's orders. But did you know there is no record that he ever saw them?

Oh yes, Beth, there is the most interesting bust of Washington at "*Old North*". "The First Memorial erected to Washington in a Public Place." Lafayette said "It is the man I knew and more like him that any other portrait."

Oh, Oh, time's up. Here's Dad, who asks to be remembered to you, to be polite, and very officiously orders me to hurry up. So I'll close before you and he both pass me up as an addict to BOSTON.

Next month, I'll be seeing you at Church, (and I mean *Old North*).

SUE.

Speaking of Boston

WHEN persons at a distance speak of Boston they usually mean not only the city proper, having a population of less than a million, but of dozens of other cities and towns, politically independent, which cluster around the Hub and help to make up a so-called Metropolitan Boston of two million or more inhabitants. Metropolitan Boston in fact, comprises about forty different cities and towns, all more or less looking to Boston as their trading center, the Hub of their recreational life, and their place of employment — though many of the leading industries are in the surburbs.

"Historic Boston" is, of course, only a single side or facet of this interesting spot. There are, as every one knows, educational Boston, literary Boston, architectural Boston, business and industrial Boston, and recreational Boston. There is Boston the shipping port and naval base; Boston the railroad center with its North Station and its South Station; and Boston the State capital. For the art lover there are the Boston Museum of Fine Arts and the Gardner Museum. For the fancier of trees and flowers and shrubbery, there are the Arnold Arboretum and the Public Garden.

Educational Boston which takes in Harvard, Massachusetts "Tech," Radcliffe, Simmons, Wellesley, Boston University, Boston College, Tufts College, and literally hundreds of other schools and colleges serves tens of thousands of students from every part of the world. Boston is an educational center of first magnitude.

A week is far too short a time to spend in Boston. It is forever disclosing new aspects of its many-sided life even to those who live here day in and day out the year around.

So—if you're coming to Boston, select the Boston or Bostons you are most desirous of knowing, and go after them. You will catch glimpses of other Bostons as you go about.

A Peek at N.E.A.'s Boston Program

The week of June 29 to July 3 promises to be a memorable one for American education.

APPROPRIATELY enough, when freedom's light is faded from half the globe, the National Education Association calls together its 79th annual convention in the cradle of American liberties. From June 29 to July 3, ten thousand or more educators will rededicate themselves to the maintenance of those liberties, among the shrines that memorialize their birth. In Boston's Faneuil Hall, "Old North Church," and King's Chapel, whose walls once echoed the voices of the Hancocks and the Adamses in the travail of New World freedom, the teachers will inaugurate their convention program in vespers conducted by representatives of three great religious faiths—Catholic, Protestant, Jew—that have the right of worship here.

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On Sunday night, June 29, the life members of the National Education Association will hold their annual reunion, which they will call a "friendship" dinner because each member may invite his friends. Past President of the Association Joseph Rosier will preside. Following the Sunday evening dinner, the combined choirs of the city of Boston, 600 voices, will entertain conventioners in the Grand Hall of the Mechanics Building.

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The convention will be welcomed to New England by Governor Leverett Saltonstall, Mayor Maurice Tobin, Commissioner Walter F. Downey and Superintendent Arthur L. Gould. Mrs. Mary D. Barnes, president of the Department of Classroom Teachers of the National Education Association will respond to their welcome, and the keynote address of the meeting will be delivered by Donald DuShane, Superintendent of Schools, Columbus, Indiana, and President of the NEA.

The feature of national seminars, inaugurated at the Milwaukee convention and highly approved because of the opportunity offered for sustained attention of especially qualified delegates to serious educational problems, will be repeated at Boston. Three seminars will be held, each of which will meet on three successive days to consider the following: (1) practicing democracy in our schools; (2) education for a strong America; (3) a unified public relations program. A panel consisting of a chairman and five associates will direct the discussions of each seminar, in which one appointed representative from each state will participate. The Boston seminars will differ in one important particular from those held in Milwaukee. In addition to the participating members of the seminar those who wish only to hear the discussions will be admitted.

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In a convention program devoted to the world situation, outstanding speakers will discuss the significance of present wars for the United States, and the creation of closer cultural and economic relationships in the Western Hemisphere. A general session on the national situation will present a picture of the most important problems facing the United States and what schools can do to help in the solution of these problems.

Other general session topics will be devoted to the welfare of democracy in its relationship to improved opportunity for children and teachers, and the school's responsibility in meeting the problems of youth.

The Representative Assembly will meet on Tuesday, Wednesday, and Thursday mornings, paralleled by general convention assemblies devoted to the following subjects: (1) how can secondary schools meet the problems of youth? (2) how important is education to total defense? (3) better relationships with Latin-American countries; (4) what are the essentials in elementary education? (5) the relation of the federal government to education; (6) better teachers for a better world.

A special feature of the Representative Assembly will consist of a roll call of states in which a representative designated by each state secretary and state delegation will describe the principal problems faced by the profession in his own state. Secretary Willard E. Givens will be in charge of the roll call, and President DuShane will interpret the significance of these problems for the policy and action of the profession.

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On Wednesday morning six concurrent discussion groups will be devoted to the following topics: (1) federal aid; (2) education for free men; (3) a fair start for the country child; (4) health and defense; (5) family life and education; (6) social security for teachers.

Among the innovations of the business of the convention will be conference meetings of each of the twenty-seven committees of the National Education Association. All of the officers of the twenty-eight departments of the NEA will hold a combined meeting for business purposes. An idea of the scope of the convention may be obtained from the fact that full programs of twenty-eight departments and twenty-five allied groups will be offered in afternoon sessions.

Exhibits of the convention will be on display in the space immediately adjoining the Grand Hall of the Mechanics Building.

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Friday, July 4, will be an occasion for special celebration on the part of conventioners. Sightseeing tours to historic and literary shrines, as well as an extensive program of recreation, are being arranged under the auspices of the local convention committee.

Accommodations for living quarters during the meeting may be obtained through Mr. Harry S. Baldwin, Chairman, Room 1314, N.E.A. Housing Committee, 80 Federal Street, Boston, Massachusetts.

High Spots of the Boston Schools

ARTHUR L. GOULD
Superintendent of Schools
Boston

IN THIS article I shall mention only a few of the things that we are doing in Boston which are not highly publicized or advertised.

Meeting individual needs. For superior children we have organized classes for rapid advancement in elementary and junior high schools. Pupils are selected for this work through the combined recommendation of the Department of Educational Investigation and Measurement in charge of testing, the Department of School Hygiene for health examinations, the classroom teachers and the parents of the children. These classes are under the direction of specially trained teachers, with a challenging program of studies suited to their needs. Regular classes are organized on a flexible grouping basis instead of on the class or mass basis.

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Education for the physically handicapped: We have have under the direction of skilled directors and specially trained teachers, classes organized city-wide to care for speech defects, hearing disabilities, defective sight and mentally retarded. Teachers of these groups must be especially qualified for this particular type of work. For home instruction for physically handicapped children unable to attend school, we have a large force of teachers who give instruction in the home to those having permanent or temporary disability.

For creative expression there comes at once to mind special work for talented pupils in the field of art and music. In cooperation with the Museum of Fine Arts, we have the services of two experts in this field to give instruction and provide for the needs of pupils who have given evidence of talent to warrant continuation of this type of work. For children unusually talented in the field of music, we have the finest instrumental instructors obtainable who visit schools and give instruction after the regular class hours. Other children whose parents want them to receive special instruction in this field receive it without cost to the student, or at a very small minimum charge.

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In visual education we have an organized school service under a full time director. The entire program of studies throughout our school system is coordinated with appropriate material as visual aids. Under the general heading of health activities, including instruction and practice in health and safety education, special nutrition classes and special feeding and care of these undernourished children in cooperation with the Surplus Commodities Division.

In science, arrangements have been made to supplement regular classroom work through excursions and visits to places of interest throughout the city; for example, the Children's Museum, the New England Museum of Natural History, the Municipal Park Department. In addition, these organizations supply special material for use in the schools, such as mounted specimens, pictures, etc.

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Passing on to secondary education, in addition to regular academic work in our schools we have in full operation part-time cooperative classes in many high schools where we have school and future prospective employers working together in close cooperation; salesmanship classes established in cooperation with the stores and other places of employment; Vocational High and Opportunity Schools for pupils who desire that type of training, or pupils who desire to take short unit courses in preparation for employment. We also have groups attending the Vocational High and Opportunity School who need re-training in order to secure new positions.

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In our Trade Schools, beside the regular courses we have special courses in the field of airplane mechanics, and Boston is one of the few cities in the country authorized to recondition airplanes. I may say that from the Boston Trade School we have had over a period of years nearly one hundred percent employment on completion of the work. A similar opportunity is afforded in the Trade

School for Girls, which has up-to-date equipment for training girls and young women in all of the trades and occupations in which they are likely to be engaged.

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The High School of Commerce in addition to its regular commercial training, has an advanced course in training in the commercial field. The Boston Clerical School for Girls offers an intensive type of training for thoose desiring to enter the clerical service. Its course of study is varied to meet the general needs of office work. I doubt if there is a public school superior to this school anywhere. In addition to this, under skilled instructors in our trade schools, we are carrying on war defense classes in five centers throughout the city, and I have abundant testimony from Washington of the general excellence of the work being done here.

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In response to the demands for more effective training in citizenship, we have organized regular citizenship courses throughout the elementary schools and in the high schools. Recently there has been submitted to the School Committee courses of study in the field of Home Economics, Community Economics and General Economics, as well as Principles of Democracy. These are in addition to what is customarily taught, United States History under the Constitution.

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All of our high schools, many of our intermediate schools, and some of our elementary schools publish a regular school magazine. I have just received word that the English High School "Record" has been awarded the Gold Medal, symbolic of first place in a national competition sponsored by Columbia University Scholastic Press Association for magazines published by schools of more than twenty-five hundred students. This is the fifth time in the past six years that the "Record" has won an award,—four second prizes and now the first prize.

I have not made especial mention of those in our schools who are preparing for college, but I may say that the annual reports which we receive as the result of college entrance board examinations, and what is more significant the success that our pupils have in maintaining themselves in college, is an indication that the schools are meeting adequately the demads made upon them by higher institutions of learning.

Meanwhile, Boston believes that the satisfactory progress and success of its students depends upon a solid foundation in the essentials. We offer a broad program of specialized training for those pupils who require it.

In other words, we still believe that good solid work and effort are essential to success, but we also believe that children can become interested in hard work and study if they learn early the relationship that necessarily exists between effort and future success.

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Boston has often been accused of being too conservative. Perhaps I might phrase this differently by saying that our teachers do not accept too quickly all of the new procedures that spring up suddenly, and almost as suddenly disappear. We believe that all progress depends upon solid, substantial work.

Curriculum Theorists

IRENE BUDNICK
Perth Amboy, New Jersey

I AM a seventh grade teacher. Nearly everyone knows what I mean by "seventh grade teacher," but some educational writers would say that "seventh grade teacher" is a narrow traditional concept.

I have been a member of a curriculum committee working on a course of study in English, and I have been interested in reading articles about the curriculum. The Superintendent of our schools has told the story of the straw man. Children play the game of setting up a straw man for the purpose of knocking him down. Some educational writers set up straw men for the purpose of knocking them over. Some articles on the curriculum are good examples of that. The writer of one article says, "We have been in the habit of assuming that the meaning of most of the educational terms or concepts is clear and final." Then he knocks over that straw man.

A writer says, "Practically all work in curriculum planning has been done according to the conception of education as a process of absorbing knowledge and acquiring skills." A certain type of educational writer has for some time found fault with the importance given to subject matter in the schools. Now one of them seems to rule out knowledge and skills. That same writer asks if "quarreling with siklings" is a part of the curriculum, and if not, why not? The question is not important, but is there any good reason for using "siblings" instead of "brother and sister"? There sometimes is confusion in regard to curriculum work because some authorities on the curriculum make issues out of non-essentials and are vague and indefinite in what they recommend. Confusion results also from the frequently expressed attitude that subject matter is of little importance.

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If some of the people who write so much theory were responsible to parents as the clasroom teacher is over the question of absorbing knowledge and acquiring skills and a degree of mastering of subject matter perhaps they would think differently.

The Arts of Free Men

"Man as a human being is neglected in favor of man the jobholder." A brief for the liberal arts in secondary education

ROBERT S. CLIFTON
Worcester, Massachusetts

IN EDUCATING our future citizens in the ways of free men, we often overlook the material offered by the liberal arts, the arts of free men. This is especially true in secondary education, the terminus of formal education for the majority of Americans. There is all too often a feeling that the arts, and cultural achievements in general, are only for the privileged, that somehow these things are not quite "democratic". This in itself is a sign of a serious cultural decadence, if education is levelling itself down to meet the average taste rather than making a constant effort to raise that level.

I do not intend to argue pro and con the value of liberal education for Americans; to me it is America's answer to the propaganda of the dictatorships as well as the only long time assurance for the perpetuation of our democracy. Since, however, there is so much disagreement as to just *what* it is, I will try to define what I mean by it. Liberal education is not a luxury. It is a democratic education which emphasizes the rights, duties, and the dignity of the individual, which brings a realization of ends and values, and which points the way to the good life democracy promises. By teaching men to have free, disciplined minds, it enables them to preserve their other freedoms.

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To produce a large majority of mature and enlightened men and women, it is not sufficient to teach merely the form of our government, how to "succeed" in society as constituted today, or to deal with short-time, present-day problems. Unless a broad sense of perspective is achieved and the value of democratic life learned through participation in experiences of intrinsic value, men may not consider the forms of democracy worth preserving when the test comes. The countless "short-cut" programs that have recently appeared in our schools are ample evidence that many educators recognize it is the duty of the schools to teach the democratic way of life and that their customary programs just aren't doing it.

The tragic thing is that the possible success of such programs is strictly limited. It is the return of genuine liberal education, the type of liberal education experienced by our wisest, most foresighted statesmen of the past, that is needed, not patchwork remedies. Democratic principles cannot be forced down one's throat, nor can they be grasped in one course, in one year, or even at one level of education. They cannot be accepted on faith, or carried out by people who understand merely the mechanics of government. If the entire educational system does not tend to create allegiance to democracy, then enduring, far-sighted, intelligent allegiance will never be achieved. Only a continuous liberal education can achieve this end.

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What is the function of liberal education at the secondary level? Many parents seem to think of the secondary schools as merely an interim, fairly unimportant, to be lived through until their children can go to college and really begin to be educated. Others feel that since their children are not going to college anyway, they should learn only things which will be of practical, dollar and cents, job value and not bother with the arts and silly intangibles. As a result there has not been enough emphasis on teaching the liberal arts, and vocational education has increased to the point where it has driven out essential parts of liberal education. It is being deemed sufficient for man's happiness and general welfare to educate him very scantily and let his exposure to contemporary society do the rest. Man as a human being with a sense of human values is being neglected in favor of man the job holder.

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What are obviously needed are programs of study which are sound college preparation for those able to attend college and yet which supply the greatest possible degree of cultural synthesis for those unable to continue formal education. Such programs would not neglect the various skills of communication and reasoning, training in self-reliance and critical evaluation; but this training would take place against as advanced a cultural background as possible. Thus graduates could anticipate full, purposeful, and fruitful lives, no matter what their careers.

Americans as a whole have more leisure time than any other people have ever had. Instead of frittering it away in a useless round of trivial activities and thus escaping an undeveloped "self" which bores its owner when external stimulus is absent, the majority might, through liberal education, develop their own inner resources and thus satisfy themselves far more than would ever be possible solely by "exciting" and transitory surface pleasures. With the present advantages of radio, records, museums, libraries, etc., the majority

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should be able to enrich their lives by enjoyment of the arts. Liberal education aids people to appreciate the significant over the trivial, to prize the truly beautiful and enduring over the merely attractive and showy, and to experience the superiority of the unselfish life over the selfish.

Many people will say that a great deal *is* being done with the arts in secondary education—that I am all wrong. Perhaps. But I am not talking about just any kind of art course. I am not advocating that high school pupils be forced to "appreciate" art. I feel that there is too much intellectualizing about music, painting, etc., too much analysis and dissection which fails to achieve the all-important final synthesis because the students lack enough knowledge of art in the first place. Later this analysis could be pursued with profit.

Nor am I suggesting that the creative urge be exploited, as it in some Progressive schools, until immature children who have practically nothing to express in the first place, are all so fully drained of self-expression that they become sick of mere manipulation and technique and react against all art together. No one can produce art without first having something to express, without having collected and digested material. The schools should not set out to make everyone an artist, any more than to make them all art critics for newspapers. An appreciative and well-informed public is what is needed and what democratic schools should produce. This once begun, a renaissance of art would probably follow.

I am suggesting rather that something be taught *about* art, about the part it has played in the life of man, not in a special course on the history of art, but rather as an interpretive part of a larger history course, the story of the life of man himself. In this way students would see that the arts are not something apart from normal life, but an essential part of successful, happy living, especially in a democracy.

Somehow, just as the arts have ceased to be regarded as a normal and important part of life, so formal education itself has come to be looked upon as something apart from, not a part of, life itself. It has become customary to accept unthinkingly our contemporary standards and our local viewpoints, and to subordinate independent thought and decision to mass suggestion. The resultant lack of vitality and vision is the handicap we have now in dealing with world and national problems. This would not have happened had genuine liberal education remained in our schools, and it is only in a widespread return of a truly liberal education that there is hope for the future.

Dark Sayings

LOUIS FOLEY
Western State Teachers College
Kalamazoo, Michigan

The kind of verbiage teachers are expected to read is held up for scrutiny. Nineteen lines boil down to four.

ABSTRACT or technical language, *when it is properly used*, is really a system of convenient brevity. Unfortunately, however, it is not always used with proper respect for its true function. All too often nowadays, it is overworked in places where it is not only not helpful, but positively pernicious. Instead of the shortcuts that technical terms are supposed to be, they frequently tend to become needless complications of essentially simple ideas. Consider this specimen of what teachers are sometimes expected to read in their professional periodicals:

> "In treating the data derived by the above method, the prime object in this preliminary report was to throw them into such form that main tendencies and points of needed emphasis might be revealed. For immediate, practical purposes it appeared desirable to discover those activities, which, in the judgment of this representative group of teachers, were of sufficient frequency, difficulty, importance, and need for college training to establish beyond doubt their claim to a place in a curriculum designed to train teachers for service in consolidated schools. The checked activities were, therefore, ranked according to the number of teachers who gave them either of the two highest ratings on the four-point scale . . ."(3)

The peculiar tone of this kind of writing is something which pervades it throughout, but the quality can be seen clearly enough in certain small details. Notice, for instance, the lifeless expression "the above method". This echoes the hackneyed style of conventional business letters. It calls attention to the page, rather than the thought. The *method* is not "above" (or on the preceding page); all that is above is a description of it. "*This* method", if it had to be mentioned at all (as it did not), would have represented more precise and much more natural thinking.

"To *throw* them into such form" means, we suppose, to *put* them *in* such form; nothing is gained by the more violent expression which here replaces the established idiom. Then consider the "points of needed emphasis", by which no doubt are meant the points *which need* emphasis. Then one may analyze the clause which reads: "activities which . . . were of sufficient . . . need for college training", and reflect upon the fact that college training is something of which only people, not activities, can have need. Presently we come to the "checked activities", where we see a somewhat similar shifting of thought, a kind of confusion between realities and mere names "checked" on a list. "Checked *activities*" ought to mean activities that are hindered or stopped, as when the teacher suddenly comes into the classroom during a book-throwing fray. This word *check*, in its modern slang use, is becoming a regular scourge. Within less than a full page of this article (and the pages are small) we find it in its various grammatical forms no less than fourteen times. Everything is "checked"—except the monotonous repetition of this bit of jargon.

That sentence concerning the "checked activities" gives us farther glimpses of the kind of machinery which is discussed from there on: "ratings", "scales", and the like. Such devices, and the neatly mathematical "data" which they are supposed to yield, constitute a "technique". If we go behind these abstractions, however, and try to think in terms of human realities, we perceive that statistics arrived at in this way are not to be taken too seriously. That they have some rough practical value may be admitted, but they are vastly more arbitrary and less accurate than they look.

Now, lest we be accused of being merely destructive in our criticism, let us try to restate the quotation in ordinary simple language:

> The main object of this report was to show what activities were thought to be necessary in the training of teachers for consolidated schools.

Surely no one will deny that this is a good deal easier to read than the other. Has anything really valuable been lost in the simplification? It is of course much harder work to trim a statement down thus to its lowest terms than to express it loosely and circuitously in cumbersome phraseology. Too many writers, alas, are not willing to expend the necessary effort. They have never absorbed that great maxim of conscientious composition: "I write with pains that he may read with ease." If we are not willing to take the pains ourselves, then we have no right to blame "him", the reader, for declining that burdensome responsibility.

---

(3) A. A. T. C. Quarterly, March 1932, page 10.

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When you are given a few major tests: "Too much depends on each one."

When you are given no tests: "It's not fair. How can he *possibly* judge what we know?"

When every part of the subject is taken up in class: "Oh, he just follows the book."

When you are asked to study a part of the subject by yourself: "Why, we never even discuss it!"

When the course is in lecture form: "We never get a chance to say anything!"

When the course consists of informal lecture and discussion: "We never cover any ground."

When students present reports: "He just sits there. Who wants to hear the students? They don't know how to teach."

When detailed material is presented: "What's the use? You forget it all after the exam anyway."

When general principles are presented: "What did we learn? We knew all that before we took the course."

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Textbook Tempest

W. HOWARD PILLSBURY
President, American Association of School Administrators
Superintendent of Schools, Schenectady, New York

Condensed from New York State Education for April, 1941

PUPILS, teachers, and books have always been considered the three essential elements in a classroom situation. But events of recent years and months indicate that the day may soon come when pupils and teachers will find their bookshelves as bare as Mother Hubbard's cupboard. For textbooks have been under attack from so many quarters during the past few years that one wonders how much longer they can withstand the starvation siege of economy budgets and the wordy barrage of professional patriots and special interest groups.

Paradoxically enough, textbooks are under fire at the very moment that they have reached the high point in publishing achievement. They are the most inviting in appearance and the most effective in content since the invention of printing. The modern publishing house seeks to produce books which are educationally sound, written and edited by educators and scholars recognized in their fields. Beautifully bound and artistically illustrated, books invite the student to learning. From the first page to the last, the material is interestingly presented and attractively printed. The modern textbook is a far cry from the hornbook or even from the dull textbooks of two or three decades ago.

Why, then, should these highly desirable classroom tools be undergoing the ordeals which they have had to bear during the past few years?

Perhaps the difficulty had its origin in a misunderstanding of progressive education theories. In the traditional classroom such emphasis had been placed upon memorization and recitation of textbook material that slavery to the textbook had resulted. In the attempt to get away from verbalism to more significant learning experiences, the pendulum moved too far in the opposite direction, leading many teachers to treat textbooks with contempt.

But even the most creative teachers need tools of learning to supplement their teaching. "An excellent teacher as well as one who is mediocre needs tools such as dictionaries, reference books, anthologies of literature, individual classics, language composition texts, and practice materials in the classroom. Evidence of the creativeness of a teacher is not that she teaches without books but that she so teaches with books that her pupils develop independent study habits essential to continuous self-education."[1]

In the preparation of teaching units, some teachers "teaching without textbooks" have lifted whole passages from several textbooks to present to pupils in mimeographed form. Such a practice is far from ethical, to say nothing of its unsoundness educationally. Few teachers can give as much time and thought to the organization of teaching material as the scholars who have prepared the textbooks. And few pupils in the elementary and secondary schools are able to marshal truths from a vast unorganized mass of facts.

This does not mean that the teacher is to be criticized adversely who seeks to bring into the classroom many points of view in order that pupils may learn to seek the truth and not to accept as inspired the word of any one writer. As the *New York Times* recently commented editorially, ". . . . children ought to go to school to many books, to many teachers; indeed, to the whole wide world as it thunders and stirs and marches from day to day."

Following closely upon the attack seeking to dethrone the textbook from its place in the learning process came the staggering blow of the depression. Harassed school administrators and boards of education, seeking to find items in the budget which might be pared down, reduced or eliminated the already pitifully small appropriations for classroom and library books. It has been estimated that less than two percent of the total amount spent on education has been devoted to purchase of books even in normal times. During the depression years, this item was slashed drastically. Old books with shabby bindings and torn and soiled pages were not replaced but kept in service. Newly published books with more up-to-date content and approach were not purchased. And when school budgets were gradually restored at least in part, the habit of economizing on books had become established so that the amount allocated to books remained below the pre-depression level.

▼

At the present time, when so much stress is laid on the defense program, voices are being lifted demanding further economies in non-defense expenditures. Enemies of public education use this excuse to seek reduction in school expenditures. Demand for "guns instead of books" may well become a threat to the very foundation of the defense of democracy which

the schools alone can give—an educated, loyal, and devoted citizenry.

We are now spending in the United States an average of less than a dollar a year per pupil for books. This is little enough when we consider the lasting values to be derived by pupils from their contacts with books. "All that mankind has done, thought, gained, or been, is lying as in magic preservation in the pages of books," said Carlyle. If children emerge from their school experience without respect and love for books, discrimination in reading tastes, and the "library habit," they are poorly prepared and certainly not educated.

Scarcely had books begun to stage a recovery from their depression ailments when the sound and fury of attacks by superpatriots and special interest groups began to resound from the arena. This time the attack was confined to one category of textbooks—those in the social studies. At first the works of one author were attacked but before many months had passed all writers in the field had come under scrutiny and few had emerged unscathed. This time the attack was not on the use of textbooks nor on their cost but on their content. Individuals and organizations who saw dangers in exposing students to a study of controversial issues in the classroom or to points of view at variance with their own interests, began a broadside against "subversive doctrines."

▼

Certain principles are involved, making the matter of concern to every teacher. The public schools belong to all the people. The active interest of citizens in their schools is highly desirable. Certainly the people whom the schools serve have the unquestioned right to know what is going on in the schools, what kind of teachers their children have, what kind of books they study. That the public should know more about these things is one of the greatest aims of school people today. But since the schools belong to all the people, it would seem undesirable that any special group should exert undue influence in school policy to the end that their own interests may be served.

▼

Books to be used in the classroom are adopted by the state in twenty-five of our states and left to local choice in the other twenty-three. The selection of books in more recent years has been entrusted to faculty committees who examine books carefully and make recommendations to the principal and superintendent. The Board of Education then makes the adoption. This is a democratic procedure and removes the problem of book selection from prejudices and pressure.

▼

Teachers are not a radical group. Above all they are loyal to American institutions and traditions. The same can be said of the great mass of textbooks. They would not be selected by teacher committees or Boards of Education if they were "subversive." There would be little likelihood that textbooks advocating "dangerous doctrines" would reach the point of publication, since publishing houses have editorial staffs well qualified to select and reject textbook materials.

That teachers and textbooks are not indoctrinating students with radical or even liberal ideas was brought out clearly in the recent report of the Regents' Inquiry in New York State. "The results of a test on which pupils were asked to indicate their opinions concerning various controversial issues suggest that *the boys and girls who are leaving school are fundamentally conservative in their outlook on social problems.*"[2]

▼

Ignorance never was and never will be a defense. It seems absurd to refuse to give information on controversial problems to pupils of tenth, eleventh, and twelfth grade levels when we admit them at twenty-one to the franchise in New York State with the mere requirement of sixth grade reading ability.

We are living in a revolutionary era. The least we can do for our boys and girls is to give them as well as we are able a realistic understanding of the society of which they are a part and in which they will tomorrow take the leadership. Problems are complex. No one knows all the answers—but our best bet would seem to be to help these youngsters become aware of the problems which must be solved if democratic society is to persist, and to bring to their attention some of the proposed solutions of these problems. Then they may have a basis for making intelligent choices—and that is the way of democracy. To do this we need teachers with skill and vision, aided by the very best books and other teaching materials available.

[1] Broening, Angela M., **Conducting Experiences in English**, D. Appleton Century Company, 1939. p. 328.

[2] **High School and Life**. Regents' Inquiry, 1938. p. 22.

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LEVERETT SALTONSTALL, *Governor of Massachusetts.*

He Had to Write on Americanism

FRANK JAMES SINGER
Senior High School Annex
Bayonne, New Jersey

How he went about his task and how simple it all was . . . well here's the story.

MY UNCLE told me something about Americanism, and he ought to know. He's the old fellow with the gray whiskers and the stars in his hat. He and my mother told me. My mother is a fine young lady. She has shining eyes and she wears a three colored dress; you know the colors, the ones that make you feel hot and cold all over when you see them, like in a parade. Well, I asked them last night about Americanism. I told them my teacher wanted me to write something about it in an essay.

▼

I was lying on my bed looking out the window, and I called for my uncle. First I saw a big brown eagle fly across the sky and right after that my uncle came. He looked down on me from a cloud and I told him my troubles about that hard question the teacher asked me about Americanism.

"Don't fret, son," said he, and his voice was like soft thunder. "We'll fix you up smart as fresh paint. I'll tell you a few things, then I'll call your mother to tell you some more. She's a-visitin' right now, lookin' in the Senate window, at the Capitol building.

"Then she has to make a quick trip down the farm country—to tend some poor folk who got awful run down lately. Then she's got to get a colored boy out of jail. Then she ought to be here. Now, son, you say you got something to write about what Americanism means to you? Now, 'twouldn't be fair for we to write it,—and more than that, it's not what you write but how you feel about Americanism."

Well, I told him I felt mighty strong about it and I showed him my muscles and he said they'd sure be of use to him soon because he had use for strong men.

Then he asked me how I thought about this big word and I said it sounded powerful important and that I thought high about it. He said I was right and that when I was to think any time I was to look high at the sky. Well, I was looking up right then—up to where he was sitting on a white cloud, and he said he'd show me a couple of pictures to give me some ideas before I got to writing my essay. And right against the blue sky, just like a screen in a movie picture house I began to see pictures. There was a picture of a big, long-haired man kneeling in the snow in a valley; and one of a man in a coonskin cap swimming across a river; and a fellow with an army hat holding up a flag a gang of painted Indians was trying to shoot down.

Then a big sad man walked among the clouds in a high hat and a shawl—and I saw a feller in a gray suit hand over a shining sword to a general with whiskers and a cigar—and they both shook hands.

Right then the pictures stopped and my uncle said, "Goshamighty, here comes your Ma! She'll raise a rumpus for me not telling you more, and only showing you pictures. I'd better scat."

▼

And then came my Mother. She looked young as a daisy—yet everybody says she was born a long time ago, back in 1776. Some people haven't seen her much—but that's because she travelled a lot roundabout the world. Lately she's been staying around home, but I know if she has a hankerin' to travel to another country, there ain't nobody going to stop her—nobody.

Well, she was a mite angry about my uncle but then she smiled and it was like the sun shining. She said I was old enough to know the things in the pictures.

So I told her I had to write the essay about Americanism. She said my uncle was right in what he had told me a little while before.

I asked her what I was going to write about Americanism and she said to write about what I had done that very day and I said I hadn't done any Americanism that day. She made me tell her exactly what I had done—so I told her how I had figured out a new way of cleaning the furnace and I had got a quarter for it, and Ben Hitlow had tried to take it from me and I had to fight for it and I fought him clean—and beat him. She asked me if I had washed my ears and I said yes—and told her that I'd done my school-work. Then I confesed I'd hooked a piece of Lida Morrow's cinnamon apple pie from her lunch basket—but that I was carrying her books home next day to make up. Well, my Mother laughed at that and told me to write it all into my essay because it was part of Americanism. And I was surprised it was easy as all that. I said, "Thank you very much. You know, I love you and Uncle more every day—and I'll work for you—or even die for you."

She smiled and said, "Put that at the top of your essay." Then she was gone.

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STEPHEN J. DROTTER
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We, at our high school, feel that we have made progress in this respect. This is done by having each and every student belong to the athletic association. Every week an appointed collector, in each home room, collects two cents from every student in his room. Some students pay in advance, others for the entire year, while some lag until enough pennies have been accumulated to be paid to date. All in all the collections are satisfactory. The collectors receive worthwhile training as they keep records which are checked periodically with those of the principal.

In return for the payment of fees the students receive season tickets which entitle them to all home games in basketball and baseball. Since our home games in these sports total about fourteen, the average cost per game to a student is about five cents. This is about one third of the admission charged, and is an excellent saving.

Many students cannot afford the price of admission when game time arrives, therefore, they are unable to go. By having the season ticket handy, this problem is solved. Due to this many students now go to games, who heretofore did not. Our cheering section is overflowed, and there is fine spirit encouraging our athletes in their games. In this cheering group students become better acquainted as they see each other apart from the formalities of classroom work. Each basketball game is followed by a properly supervised social hour, which adds to a student's welfare.

We are fortunate in having the use of the town's large grade school

(*Continued on page* 168)

Boston's Educational Publishers

Thumbnail sketches of Boston firms contributing to the nation's output of school and college texts

Allyn and Bacon

The firm of Allyn and Bacon had its beginning in 1868 when Mr. John Allyn purchased from the Harvard Book Store of Sever and Francis their list of standard textbooks in Greek, Latin, and other subjects.

Mr. Allyn established himself in Bromfield Street in Boston where he also imported and dealt in Classical textbooks.

Dr. George A. Bacon joined Mr. Allyn in partnership in July 1888. Dr. Bacon had been well known as a leading teacher in New York and was the founder of the Associated Academic Principals of the State of New York and publisher of their official organ, The Academy.

The new firm grew rapidly, establishing offices in Chicago in 1894, New York 1898, Atlanta 1918, San Francisco 1920, and Dallas 1926.

At first the firm specialized in high school textbooks, but with the development of the junior high school in the 20's they entered that field, and in the 30's published a full set of elementary textbooks.

The founders were succeeded by the present partners, Charles E. Bacon and Paul V. Bacon.

▼

C. C. Birchard & Co.

Widely known for its efforts to establish higher standards in music for the nation's schools is the Boston firm of C. C. Birchard & Company. Founded in 1901 by Clarence C. Birchard, who has been president since the beginning, the company is now celebrating its fortieth anniversary.

Officers of the firm outline several objectives; namely, to make school music more American in spirit as well as in subject matter; to improve the literary quality of the texts of songs used in schools; to provide material reflecting the free and joyous character of American youth; to offer a natural basis for integrating music with the general curriculum.

C. C. Birchard & Company have issued a large number of compositions in the general musical field, including especially choral and orchestral music. For the present anniversary, the company is announcing a large and impressive list of new publications. These include "A Singing School," new basic song books. "We Sing," the fourth grade book in this series, has just been chosen as one of the sixty best designed text books of the year by the American Institute of Graphic Arts.

▼

Ginn and Company

Ginn and Company was founded by Edwin Ginn in 1867. From modest beginnings it has expanded until today there are sales offices in Boston, New York, Chicago, Atlanta, Dallas, Columbus, and San Francisco; in London, Toronto, and Manila. The use of a new health series not only in all parts of the United States but in Brazil, Costa Rica, Cuba, Chile, Egypt, Iran, Netherlands West Indies, Thailand, and Transjordan indicates the truly world-wide character of Ginn and Company's business. Since 1896 Ginn books have been made at the company's own plant, the Athenaeum Press, Cambridge, one of the largest book manufacturing plants in the world. Ginn and Company's publications cover practically every subject from the first grade through college and include books by authors from nearly every state. Editorial policy today is what it has always been—to maintain a high standard of quality. Ginn and Company have many distinguished names on their list — Greenough, Myers, Montgomery, Wentworth, David Eugene Smith, Robinson, Muzzey, Beard, Kittredge, Millikan, Horn, Craig, Atwood, Rugg—and they have sponsored many outstanding and pioneer publications. Last December the home offices of the company moved to attractive new quarters in the Statler Building, Park Square, Boston.

▼

D. C. Heath and Company

The first catalogue issued by the house of Heath (founded in 1885 at Boston by Daniel Collamore Heath) included the first high school chemistry to be published in this country. Heath was also the first publisher to develop a series of modern language textbooks which, expanding steadily through the years, now totals nearly a thousand active titles for high school and college in French, German, Italian, Portuguese, and Spanish. Many of these books pointed the way to important changes in modern language instruction, as have Heath texts in English and mathematics in their respective fields. Dudley R. Cowles, President of D. C. Heath and Company, has expressed the objectives of the firm as follows: "This company aims to meet and further the sound advance of educational practice in all departments. As education improves we try to provide helpful tools for the implementing of that progress."

▼

Houghton Mifflin Company

Born and educated in Vermont, Henry O. Houghton came to Boston in the middle forties and in 1858 set up in business as H. O. Houghton & Co., owners of The Riverside Press. During the next twelve years Mr. Houghton absorbed the several successors of

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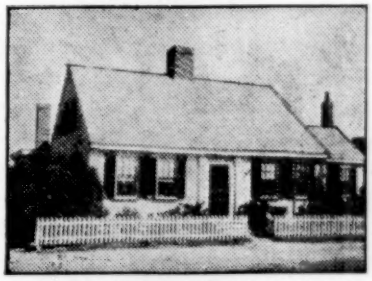

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Ticknor & Fields. In 1868 George H. Mifflin joined with him.

Houghton, Mifflin and Company opened offices at 5 Park Street, Boston, in 1880. There was no educational list distinct from the general list; but upon the latter appeared such classics as Charles F. Richardson's *Primer of American Literature* and Warren Colburn's *Intellectual Arithmetic Based Upon the Inductive Method of Instruction*, first published in 1821 and still on the list of Houghton Mifflin Company. To the sale of these and about fourteen other books to schools, the Educational Department owes its inception. In 1882, Horace E. Scudden gave the Department new vitality by launching an original plan for making complete selections from literature available to schools in inexpensive editions, and the *Riverside Literature Series* made its appearance.

In 1908 the business was incorporated and the firm's name was changed from Houghton, Mifflin and Company to Houghton Mifflin Company. In 1905, James Duncan Phillips and Stephen B. Davol were placed in charge, and they shared the management until Mr. Davol's death in 1940.

Under the guidance of Franklin S. Hoyt and his successor, William E. Spaulding, the educational list has grown many fold.

▼

Little, Brown and Company

Boston has many old institutions of national interest. Among these is probably the oldest publishing house in America. In 1784 Ebenezer Battelle opened a bookshop on lower Washington Street. Out of this in time grew the concern known as Little, Brown and Company.

Little, Brown and Company occupies an old residence located at 34 Beacon Street, just opposite Oliver Wendell Holmes Walk across Boston Common, and close by the State House with the famous "Bulfinch Dome."

Closely associated with Little, Brown and Company is the Atlantic Monthly Press, and many important titles are published by Little, Brown and Company under the joint imprint of the two houses.

Long distinguished for its general publications and law books, the publishing of textbooks was of small concern until 1904 when a schoolbook department was established. For years supplementary reading for the grades comprised the main part of the list, but today emphasis is placed on the preparation of attractive up-to-date textbooks for high schools and colleges in English, the social sciences, and home economics.

▼

Benj. H. Sanborn & Co.

Benj. H. Sanborn & Co. is the continuation of a business over one hundred years old. The price list of Robert S. Davis, dated March 10, 1835, whose business was finally acquired by Benj. H. Sanborn & Co., hangs on the wall of our office. Through an unbroken succession, some of the authors on the price list of Robert S. Davis survived to be carried on the list of Benj. H. Sanborn & Co.

In 1898 Benj. H. Sanborn & Co. was incorporated under the laws of the State of Maine. At first the company confined its publications to Latin and other classical subjects. In 1902 grade books of Thos. R. Shewell & Co., a former partner of Mr. Sanborn, were acquired, and in 1916 all titles of Sibley & Company were attained. Since that time the publications of Benj. H. Sanborn & Co. have covered a large number of the subjects taught in elementary and secondary schools and colleges.

The names of Greenleaf, Southworth, Stone, and Mallory in mathematics and Southworth, Scott, and Sheridan in English have all stood for leadership in their day and generation. It is the aim of the present company to continue that leadership in its chosen fields.

Textbook Publishers Having Boston Branches

AMERICAN BOOK COMPANY
F. E. COMPTON & COMPANY
GREGG PUBLISHING COMPANY
HENRY HOLT & COMPANY
LONGMANS GREEN & COMPANY
THE MACMILLAN COMPANY
McGRAW-HILL PUBLISHING COMPANY
PRENTICE-HALL, INC.
WORLD BOOK COMPANY

Money for Athletics

(*Continued from page* 165)

bus for our out-of-town games. In this way every member of our squads goes to all games. Furthermore, every student receives an opportunity to accompany the teams to one game. This is worked as a part of our athletic association set-up.

Our set-up makes us rather independent. We purchase our own equipment and the school officials are never pestered with our bills. Last year complete basketball and baseball equipments were purchased. Since we were beginning our policy, if it may be called such, our athletic association fund was supplemented by socials and plays, but now the upkeep is not large and each year's surplus will warrant the purchase of future equipment.

The most pleasing part is the large increase in game attendance and the display of enthusiasm. It creates a big happy family atmosphere.

Inexpensive activities as intramural soft-ball, local speaking contests, and the sending of representatives to district speaking contests and field days are also supported.

Each locality has to solve its problem in its own way, and if the above facts give any suggestions of value, then this article will have served its purpose.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Driving a Square Peg

This is the time when boys and girls are planning next year's courses.

I think that I should almost pass out if a man were to come to my office with his son and say, "Mr. Perkins, here is my boy. You talk with him and give him whatever tests you have available to see what subjects he should take and what he should do in life."

A father usually approaches a high school principal like this: "My boy is going to be a doctor. Give him the work that will fit him for college so that he can go on and prepare for the medical profession." If the principal should venture to ask if the boy is adapted to that line of work the answer doubtless would be something like this: "Of course he is. His father and his grandfather have been doctors and we want him to keep up the family tradition."

In the not distant future intelligent parents will have their children take at an early age prognostic tests to find out for what school subjects and for what kind of life-work they are best adapted. They will recognize the fact that the all important thing in the education of their child is not what the family tradition is, not what is socially acceptable, but what is the child's natural bent.

When the time of prognostic tests arrives, the schools will have to provide amply for each child according to his individual abilities and needs. Parents will demand this. Courses, which now are often entirely absent from schools and of which many schools give only a smattering, will become common, attractive, and efficient. Music, art, dramatics, printing, home making, mechanics, manual training, agriculture,—subjects like these will be given the prominence in the curriculum that is now accorded mathematics and literature.

Then most of the restless, mischievous pupils, who now make poor success of their school work, who cause so much worry for parents and teachers, who often drop out of school for lack of interest and drift into careless ways of life,—these will change their attitude and gradually become an asset to their families, their schools, and their communities.

School in Retrospect

In my mail was a letter from a former student who is in military training in the South. He was a

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

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number one problem when he was in high school. Among his offenses were lying and stealing, at both of which he was very adept. It seemed at one time that he ought not to be in the school but his home conditions were so bad that we kept him out of sympathy.

His letter is touching. I will quote in part: "If you will, I wish you would give my thanks of appreciation to the teachers I had and I want to thank you for all you did for me while I was in Cony. A fellow never appreciates anything or sees his faults until afterward."

It seems as though I get the best letters from those former students who were the most troublesome while they were here.

Tests Don't Tell

"The girl became hysterical," the supervisor of the college entrance examination said to me. "I did not know how to deal with her. She finally quieted down and resumed her work, but I fear she did not do very well."

I know something about the case of that girl. She had six hours of examinations on that day, three in the forenoon and three in the afternoon. She was anxious to do well not only that she might enter the college of her choice but that she might please her parents and reflect credit on her school. She had studied long and hard on her preparation. She was too concerned to put forth her best effort.

Business firms do not require excruciating examinations but judge of the qualifications of young people for important positions by a study of their school record and by the observations that can be made at an interview. Why can't colleges do likewise? Many do; but why not all?

Who Prepares for College

"Cony High School doesn't prepare students for college," a critic said to me. "No high school prepares students for college," I replied. "If a young person wants to go to college, he must prepare himself. Cony offers good opportunity for capable and industrious boys and girls to prepare themselves for college. The record of our graduates shows this. It is too bad that so many young people have the mistaken idea that the chief responsibility for preparation for college is outside themselves."

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Teacher Plus

PRESIDENT GARFIELD said of Mark Hopkins, one of his early college teachers, "A log with a student at one end and Mark Hopkins at the other is my ideal college."

That is a real tribute. It emphasizes the importance of love, sympathy, wisdom upon the part of the teacher. Too many lack these attributes and lacking them, they fail to establish contact with the children; they fail to create interest, enthusiasm, and a will to work and achieve.

The teacher is the biggest single factor in education always. He can inspire, ennoble, stimulate; he can train body, mind and soul; he can instill the fundamentals of personality and character.

Each teacher should have access to numerous sets of supplementary books. The reference books, encyclopedias, maps, globes, and all supplemental materials help develop exactness and breadth of knowledge; pianos, radios, visual education materials, balls, bats, nets and athletic equipment help in the extension of other important phases of education. However skillful the teacher is, he can do more and better work in less time if he has an abundance of scientifically constructed teaching aids.

The book, map, and equipment salesmen are among the teacher's best friends. They are educational institutions in themselves.

Activity Cautions

Activities—making models, dolls, wigwams, rugs and furniture in connection with classroom work—must be evaluated closely. True they create interest in the regular academic work, but if not properly controlled they lead to lost motion and waste of time.

The activity, under proper supervision, has three values: motivation, added insight and training in thinking and working together. It is an agency to create greater striking power, to intensify the will to learn regular academic work. In too many cases activity appears to be the end itself; little time is left for the academic work; procedure reaches the point where the tail wags the dog.

I believe these cautions are allowable: (1) choose activities carefully; (2) don't use too many; (3) be sure there is a close relationship between the activity and the subject matter to be mastered. This relationship must not only exist but it must be clear to every child; (4) influence the children to do as much of the work as possible at home thereby conserving school time; (5) make the activity suggest problems that will be answered in the academic assignment; (6) reserve plenty of time to present and organize valuable facts of the lesson; (7) review eternally.

Activity is an agency—it may produce valuable or worthless results.

The News Digest SECTION

Lehman Approves Teachers' Test Bill

ALBANY, N. Y.—Governor Herbert H. Lehman signed a bill which empowers the New York City Board of Education to weed out teachers who are mentally or physically unfit.

The measure authorizes the Superintendent of Schools to require any employee of the board to submit to examination by a physician or school medical inspector when such an examination has been recommended in writing by the employee's immediate superior.

The person examined will be entitled to be accompanied by a physician or other person of his choice. Results of an examination must be submitted to the Superintendent of Schools and may be referred to and considered for the evaluation of the service of the person examined or for disability retirement."

Kentucky Elects Donovan President

LEXINGTON, KY.—Dr. Herman Lee Donovan, President of Eastern Kentucky Teachers College, was elected President of the University of Kentucky.

Dr. Donovan, who has headed the Teachers College at Richmond, Ky., since 1928, said he had accepted the new post. His selection was announced by Gov. Keen Johnson, Chairman of the Board of Trustees.

Pupils Too Early; Lured by Play Grounds

DUNN, N. C.—Grammar grade pupils have been getting to school so early that Superintendent E. G. Bourne has appealed to parents to keep their children at home until 8 a.m.

Some children have been getting there as early as 6:30 a.m., he said, and some have been staying very late.

For such news as this, there must be a reason, and there is. New playground equipment has just been installed.

WORRY HANDICAPS MANY TEACHERS N. E. A. INVESTIGATION REVEALS

BOSTON.—Almost 20 per cent of teachers included in a survey made by the National Education Association lacked the degree of health necessary for successful classroom work, Mrs. Mary D. Barnes of Elizabeth, N. J., president of the classroom teachers' department recently told delegates to the 44th annual convention in the Eastern Commercial Teachers Association.

Addressing a section meeting, Mrs. Barnes showed that 38 per cent of teachers queried reported worries serious enough to interfere with health and teaching efficiency.

"While the percentage of maladjustment among teachers is not disproportionately high," she said, "it is serious because of its peculiarly harmful consequences. With the chances 7 to 1 that a child will encounter two maladjusted teachers in the course of 12 years of public education, the problem of maintaining the mental health of teachers is a matter of great concern."

Better conditions in school with respect to lighting, noise, ventilation, sanitation and rest were recommended by Mrs. Barnes as aids in combating physical ailments of teachers. She suggested that the sources of worry which result in mental maladjustments might be removed by making jobs secure and insuring better financial returns.

The teachers themselves were urged to do their share by attaining good health habits and trying to improve their mental attitudes.

"The removal of the cause of worry will challenge not only the best efforts of the individual teachers, but also those of the school administrators, personnel directors, health counsellors, schoolboard members and the general public, especially since many of the important causes of worry are beyond the teacher's own immediate control."

Dr. Douglas Head of American Univ.

WASHINGTON.—Dr. Paul F. Douglass, 37-year-old member of the Vermont state senate, has been elected president of the American University.

A resident of Poultney, Vt., Dr. Douglass was born at Corinth, N. Y., and studied at the University of Berlin.

Virginia Expands Education Funds

RICHMOND, VA.—Expenditures by the State of Virginia for education, which totaled $16,201,148 in 1931, declined to a 10-year low of $11,680,199 in 1934, and then climbed steadily to $21,270,732 for the fiscal year ended June 30, 1940, figures tabulated by L. McCarthy Downs, State Auditor of Public Accounts, discloses.

Experts Explain Visual Education

BOSTON.—Several hundred educators who use films and hikes instead of chalk and textbooks met recently at the annual New England visual education conference at the Boston University School of Education.

The delegates sat in the darkened auditorium while speakers told of the importance of proper moving picture equipment used to teach a variety of subjects.

Nearly a dozen experts on the illustrative method of teaching gave lectures in still and motion pictures to the members of the New England section of the department of visual education of the National Education Association.

FEDERAL AID IS SOUGHT FOR SCHOOLS IN DEFENSE AREAS

WASHINGTON.—Symptomatic of a very widespread and important school problem created by the defense emergency is a memorial to Congress from the Legislature of Oregon requesting Federal financial aid to school districts having a great influx of population because of the presence of defense projects or related Federal activities.

Reports of the overloading of local school facilities to the point of breakdown have been emanating from localities in nearly every State where newly constructed or greatly enlarged Army camps, Navy shore establishments or industrial plants engaged in defense work have suddenly brought in many hundreds of families of officers, technicians and industrial workers, including so many children of school age that the existing school systems are overwhelmed.

This situation explains in part the introduction in the Senate by Senator Thomas of Utah, of a bill which would authorize Federal appropriations of $300,000,000 to the States for the equalization of educational opportunities among and within the States, taking into consideration children in defense areas, children of migratory workers and children residing on Federal reservations.

Not more than one-fourth of the funds could be used for schools in areas affected by defense industries and activities and not more than one-fourth of the remaining three-fourths could be used for the construction and equipment of school buildings.

Apportionment to the States would be on the basis of their respective needs for additional funds, as determined by a special board of apportionment to be appointed by the President and having no other duties. Beyond that point, details of administration would be delegated to the Commissioner of Education.

Work Scholarships In Mill to be Doubled

ATHENS, ALA.—The first year's operation of the hosiery mill manned entirely by students of Athens College has been so successful that its capacity will be doubled this Summer to provide 150 additional jobs for boys and girls who could not otherwise go to college.

Under the Athens plan high school graduates receive work scholarships which net about $1,700 each, enough to provide for all needs except clothes and books.

Students work in four-hour shifts and are paid a minimum of 40 cents an hour after apprenticeships are completed.

Dr. E. R. Naylor, president of the college, began the plan last year. College records show that working students generally make far better grades than the school average.

Study of Spanish Ordered in State

SANTE FE, N. M.—The State of New Mexico is preparing to take part in the national campaign for better relations with our Latin American neighbors by making the Spanish language a compulsory subject in public schools.

Governor John E. Miles has ordered leaders in several movements to promote the more widespread use of the language to work out a suitable program.

Students Defended On World Interest

HAMILTON, N. Y.—Belief that college students have been libeled by persons charging them with having only superficial interest in world affairs was expressed by Dr. Harold D. Koontz, assistant professor of economics, in a preliminary report on second semester activities of sophomore tutorials at Colgate University.

Dr. Koontz, chairman of the tutorial committee, reported that most of Colgate's 293 sophomores were not only studying some world problem in connection with their tutorials but were also more conscientious in their attendance and more enthusiastic in their participation.

Students Sent Back To Old High Schools

SELINSGROVE, PA.—Dean Russell Galt at Susquehanna University is requiring that seniors in the education department visit home-town high schools.

The object is to put the student back into his old high school environment, where he frequently misjudged his teachers, so that he may re-evaluate their teaching techniques in the light of professional information which he now has as a prospective teacher.

This procedure in Susquehanna's education department was attempted for the first time last year. It proved popular with both the student visiting his home-town high school instructor. It also showed definite trends of improving teaching techniques.

★ Do modern schools teach the fundamentals?

★ Does progressive education prepare youth for scholarly work in high school and college? The answer is "Yes," according to

NEW METHODS vs. OLD IN AMERICAN EDUCATION

the report recently made by a committee appointed by the Progressive Education Association. Reviewing studies of newer educational practices in public and private schools from coast to coast, and basing its findings upon an impartial analysis of important comparative researches, the committee concludes that under newer educational methods children learn as much of the ordinary subjects as they would in a traditional curriculum. Further, the children who attend schools where the newer practices prevail seem better adjusted to their work, to social life outside school, and later to college life.

In an age when rapid change has destroyed many cherished values and threatens many time-honored institutions, parents are asking for proof that "new schools" are preparing youth as well as or better than schools of a generation ago. You will find the evidence presented in this succinct report illuminating and useful.

64 pp. Paper 60 cents

BUREAU OF PUBLICATIONS
Teachers College, Columbia University
New York City

Eight Arkansas Teachers "Strike Oil"

LITTLE ROCK, ARK.—Five teachers in Calhoun School District Number 2 of Columbia county, Arkansas, are singing the praises of Representative Forrest Rozzell of Pulaski county.

As a result of Mr. Rozzell's 1941 teachers' salary act, these five educators will be paid an average of more than $3000 each next year. The average Arkansas school teacher receives $600 per year.

State Education Commissioner Ralph B. Jones said the Calhoun rural district presented an unusual case. Five white and three Negro teachers were forced to divide only $3880 in salaries during the 1939-40 term because that was all that could be spared from the district's total revenue of $5385 that year.

Then a new oil field was discovered in the district. Valuations soared until the anticipated revenue for 1941-42 reached $27,579. The Rozzell act provides that 75 per cent of all increased revenues in a district shall be earmarked for teachers' salaries. That means that $15,888 will be added to the $3880 paid to teachers in 1939-40, making $19,768 available for teachers.

Assuming that the three Negro teachers will be paid $1000 each next year—and some educators agree that is unlikely—the five remaining white teachers will have $16,768 to divide among themselves at the discretion of the school board. Under the Rozzell law, the increased revenue can be used for no other purpose.

The Calhoun district's enrollment last year was 273.

Annual School Administrators' Conference

NASHVILLE, TENN.—The Twelfth Annual School Administrators' Conference at Peabody College will consist of a series of *Forums*. It will be held on June 19, 20, and 21.

The theme for these forum discussions will be *Educational Leadership in the Present Emergency.*

City and County superintendents, high-school and elementary-school principals, supervisors of instruction, officials in state departments of education, and other types of school executives and all interested teachers in elementary and secondary schools are invited to attend this Conference and participate in these forum discussions. No fee is charged for attending or participating in the Conference.

For further information write Dr. Dennis H. Cooke or Dr. Ray L. Hamon, Peabody College.

Institute of International Relations

WELLESLEY, MASS.—Educators and scholars from all over the country will be attracted to the tenth annual New England Institute of International Relations to be held here at Wellesley College, June 23 to July 3. The theme for this year's session will be "World Democracy—How Shall We Build It?"

Conference leaders and various faculty members will bring their knowledge of present world conditions and spiritual inspiration to the teachers, ministers, and college students who will attend the 11-day conference. Enrolment is limited to 150 resident members and a small number of day students.

Further information and application for enrolment may be secured from George A. Selleck, director, New England Institute of International Relations, 5 Longfellow Park, Cambridge, Massachusetts.

Brookline Shelves Military Training

BROOKLINE, MASS.—The Brookline school committee recently voted to lay on the table a motion to establish military training in the high school after its sub-committee reported that there was a lack of adequate personnel, equipment and funds.

The committee voted approval of the action of the local advisory committee for training defense workers in establishing the fifth class in machine work since the first of the year.

College Abandons Defense Role Idea

NORTHAMPTON, MASS.—After extended deliberation, authorities at Smith College have decided that no special enterprises in support of national defense will be handled at the Northampton institution, President Herbert Davis reported recently. Conferences with government officials have indicated, he explained, that Smith's current contribution in "these difficult days" would be its most effective possible job in line with its main object of preparing students for useful lives.

Middlebury College Language Schools

1941

Seven weeks intensive study combined with unusual recreational opportunities

The Middlebury Language Schools stand for the thorough preparation of language teachers through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history and culture of the foreign country. Success hinges on the consistent enforcement of the Middlebury idea—segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a staff of native instructors. Beginners courses in German, Italian and Spanish for students from another school offer unusual opportunity for starting a new language.

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Pupils Take Bikes On Plane for Tour

ROSLYN, L. I.—Twenty-one boys and girls from Roslyn High School took their bicycles aboard a chartered airliner at LaGuardia Field recently and departed for Washington. The flight was the first leg of a combined study-and-vacation, plane-train-and-bicycle tour of historical and industrial points of interest in Washington, Maryland, West Virginia and Pennsylvania.

Roslyn pupils have often made such trips before as part of their social science studies, and this progressive method of education has recently raised some objections in educational circles. The students have bicycled through Maine and Florida, but never before had they put their bikes on an airplane.

Mexico Closes German School

MEXICO, D. F.—The most important German school in Mexico, Colegio Aleman, with 1,600 students, has suspended classes.

School officials referred inquirers to the Foreign Ministry, where no explanation was immediately available.

Aeronautics Urged In Primary Schools

NEW YORK.—Robert H. Hinckley, Assistant Secretary of Commerce, proposed in an address that education in aeronautics be extended into every primary school in the United States in the interest of national defense and industrial development.

Speaking at a meeting of officers of "Air Youth of America," an organization sponsored by two members of the Rockefeller family, Mr. Hinckley said he would "like to see every primary school in a program of education in aviation starting with the next school year."

He would prefer, he said, to see it done by civilian groups without participation by the Federal Government.

School Lunch Rooms Condemned

BOSTON.—A sweeping indictment of Boston public school lunch rooms and recommendations for their reorganization into a central system headed by a well-paid, highly-qualified director were highlights of a report presented to the Boston school committee by Dr. George C. Shattuck of the advisory committee on school hygiene.

Specifically the committee, composed of physicians, public health and nutrition experts, found many lunch rooms were "over crowded, poorly ventilated and dreary;" some had inadequate seating facilities; in many there was no opportunity for pupils to wash their hands.

The selection of foods frequently was unsuitable because the manager, unqualified in the opinion of the experts, stressed salability rather than nutritive value. Dishes selected by children, they found, showed a dearth of the protective foods, such as milk, fruits and vegetables. Sandwiches brought from home were supplemented by candy or tonic, rather than a hot dish, fruit or milk, the report said.

Court Upholds Teaching Credit

BROOKLYN, N. Y.—Nineteen high school first assistants, or department heads, have won a Brooklyn Supreme Court ruling on their application to annul a Board of Education action which virtually eliminated salary credit for teaching experience in the case of newly appointed first assistants, involving salary differences ranging from about $276 to more than $1,000 a year.

The suit concerned the salary schedule for first assistants, which runs from $4,308 to $5,688 and which in it original form contained a note declaring that "gross teaching service in the high schools over and above five years shall be counted" toward salary increment.

This form of salary credit was canceled by the school board on May 29, last. The first assistants contended that the allowance for experience above five years was made part of the schedule as filed with the State Commission of Education in 1920 and in 1931 and that it could not be modified by the school board.

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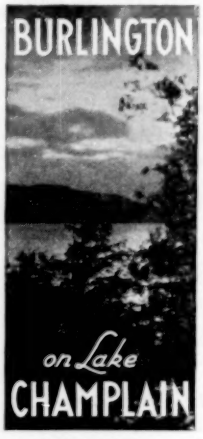
Graduate and undergraduate courses in Liberal Arts, Education, Business Administration and Engineering. Pre-Medical and Pre-Dental courses. Courses for superintendents, principals and teachers. Special work in Fine Arts, Vocal and Instrumental Music. School of Drama. Demonstration schools. Musical and dramatic entertainments. Mountain and Lake excursions under University direction. Enrollment limited.



Write for Illustrated Bulletin.

BENNETT C. DOUGLAS, *Director*
11 University Place, Burlington, Vt.

Aid To Schools In Defense Areas

WASHINGTON.—Senators Elbert D. Thomas, Democrat, of Utah, and Pat Harrison, Democrat, of Mississippi, jointly introduced legislation which would provide Federal grants to aid educational institutions in states which have experienced a sudden influx of population because of the defense program.

The measure would create a five-member board in the Federal security agency to oversee the grants and would authorize annual appropriations of $300,000,000. The states would be strictly accountable to the government for their share of the funds.

SCHOOL BOARDS
YOUR ATTENTION PLEASE !

Do you seek a Superintendent of Schools to revitalize your public school system? Do you require an expert in selecting and training personnel; in determining objectives and shaping programs designed to attain those objectives? Are your curricula in need of modern orientation? Would you further the cause of student health, physical culture, esthetic culture, vocational guidance?

If so, I offer you my services.

A fluent public speaker, a successful writer, trained in two countries in both the pedagogic and administrative aspects of education, I can and will ferret out the flaws in your school system and provide an effective remedy.

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c/o Journal of Education

Education Claims Place In Defense

PROVIDENCE, R. I.—Dr. Henry M. Wriston, President of Brown University, in a letter mailed to its 1,400 students, cautioned them against hasty and premature attempts to enter military service. He advised them to devote their "full time and energy" to their college work as the best long-range way to share in the national defense program.

"Balanced judgment is as vital for the defense of our way of life as guns and planes," Dr. Wriston told the students. "The military phase of this crisis is essentially an interlude. If too much is sacrificed to that interlude . . . then the permanent values and the enduring issues do not get enough attention."

Faust Sellout Solved, Students Need Credits

ATLANTA, GEORGIA.—Puzzled Atlantans wondered why all tickets for the opera Faust were sold out weeks in advance of the performance.

Said Concert Manager Marvin McDonald: To win language credits students in some Atlanta schools may either hear Faust, which is sung in French, or read five books of French.

North Carolina Leads In Bus Transportation

RALEIGH, N. C.—North Carolina leads all other States in the number of children transported in school buses, at the lowest per capita cost. Each day 335,623 pupils are transported over 85,158 miles to and from 1,250 schools, in 4,451 buses. The annual cost per child is only $6.83, compared with a national average of $19.16.

Abbreviated College Education At Ohio

COLUMBUS, O.—Abbreviated college educations—comprising two years of "wide, human interest study and designed for students who want to make the most of their time"—will be offered by Ohio State University net fall.

The program is mapped to satisfy five basic and comprehensive student needs. These include:

Proficiency in use of English, reading, writing and speaking.

Ability to employ a scientific approach to solutions of problems.

Understanding of economic, political and social factors responsible for society of today.

Appreciation of man's achievements in literature, art, music and philosophy; and

Personal, academic and vocational guidance.

Ottoson Heads Junior High Principals

FRAMINGHAM, MASS.—A. Henry Ottoson, principal of Junior High School, West Arlington, was elected president of the Massachusetts Junior High School Principals' Association during the second day of the 20th annual conference of principals of junior and senior high school of Massachusetts at the State Teachers College here.

Elected to serve with him were: Raymond L. Dickman of Winchester, first vice-president; Noval B. Spinney of Springfield, second vice-president; Henry B. Burkland of Middleboro, third vice-president, and Miss Mary M. Dolan of Plymouth, secretary-treasurer.

Negroes File Suit Against School Board

LITTLE ROCK, ARK.—Nine Negroes living in School District Number 2 of Union county, Arkansas, recently filed suit in Chancery Court for an injunction against the district board to prohibit the board from expending further funds for the benefit of white children until the Negro children are provided with equal school facilities. The plaintiffs charge that a new high school has recently been erected for the white children, while there has been none built for the Negroes. They further allege that school buses are operated for the benefit of the whites with none provided for Negroes.

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A school that proposes to show the way in bringing up young people who are to understand, to practice, and to defend democratic life must itself accept the ideal of democracy and do its best to carry that ideal into practice. The newly published booklet

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shows how one school has broken through the traditional barriers of special subjects to build an integrated or functional curriculum, based on a searching analysis of the needs and capacities of children and of the social necessities of our culture and time. The mechanics and implications of such a program in the modern trend of educational thought are clearly set forth in DEMOCRACY'S HIGH SCHOOL by Agnes de Lima and the high school staff of Lincoln School of Teachers College. Professional groups and others with an interest in the changing American high school of today will profit from a critical examination and discussion of this publication. *96 pp. Illus. 90 cents.*

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BOOK REVIEWS

Everyday Speech

"Everyday Speech" is a text in oral expression for students in high schools, junior and senior. It is fundamental rather than specialized. It deals with the four factors of successful and pleasing oral communication—clear thinking or having something to express; suitable language; management of the body in relation to speaking; and use of the voice.

We cannot deny that the ability to speak well in conversation, to talk well on the telephone, to tell a good story without spoiling it, or to stand up for one's ideas in a conference is a great asset to any one. If exercised with proper respect for the similar rights of other persons, marks a welcome contribution to society. It enables an individual to have self confidence and helps him be his best. If this is not worthy of school time, what else is?

The present volume deals in lively, interesting and practical fashion with the problems of everyday speaking. The purpose of the text is to enlist the pupil in his own improvement and this appears to have been compassed with unusual skill in motivation.

EVERYDAY SPEECH. By Harley Smith, Clara E. Krefting and E. E. Lewis. —New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Stories of Americans at Work

This collection of thirty-two enjoyable stories portrays the many kinds of Americans we like to regard as typical products of our society and its institutions. Stimulating suggestions for class discussion and individual thinking as well as further reading are presented after almost every selection.

This is a revision of an earlier work along similar lines. It embodies many changes based on experience with the previous volume in class use, and shows many modern touches in the choice and handling of the stories. Any young person is likely to become a better American, more clearly sensing what America is all about and more eager to bear his own part well, as a result of exposure to this delightful compilation.

"Stories of Americans at Work" provides excellent material for regular or remedial reading in high school classes.

STORIES OF AMERICANS AT WORK. Compiled and Edited by Roy Davis, Frederick G. Getchell and Warren Foss.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Iroquois New Standard Arithmetic

Book Eight of the Iroquois New Standard Arithmetics puts a fitting capstone to this noteworthy series of texts in a subject of great educational and social importance.

The authors have so organized the work by units as to give the pupil a useful rounding out of the knowledge, the principles and the skills he has been acquiring through the grades. He now emerges into a new command of power in the basic operations of mathematics and their application to an exceedingly wide range of everyday problems. He clinches what he has learned about percentage, interest and many other matters. He gets a substantial foothold in algebra and the measurement of geometric figures. He is familiarized with the reading of his gas, electric and water meters and the checking of the family's service bills. He sees how money grows by regular saving at compound interest. Property and income taxes lose their mystery if not their pain for him. Here is arithmetic as a keen, bright, versatile tool—the more likely to be effective because the ability to utilize this implement has been acquired under the guidance of a text or set of texts wherein careful, step-by-step teaching is exemplified.

IROQUOIS NEW STANDARD ARITHEMETICS Grades I-VIII. By Harry DeW. De Groat and William E. Young.—Syracuse, New York: Iroquois Publishing Company.

Teaching of History

A guidebook in the art of teaching history that has continued in demand for a quarter century, amply deserves the rebirth now given to "Teaching of History" by its original author, Dr. Henry Johnson.

One feels in this volume the merging of experience and philosophy so essential to any dissertation upon how to teach. Here is no recommendation of the shallow, the spineless or the superficial, but much to assist in making history vibrant with meaning for the present and the future. Shall the approach be through biography, through current events, or along what other avenue? The import and methodology of each approach are weighed and underlying principles noted. The style is more robust and forceful than that of many texts for teachers. No doubt that is one good reason for the long life and renewability of this manual.

Incidentally, the introduction, written twenty-five years ago by Nicholas Murray Butler, is itself a classic and well merits the reprinting given it in this new edition.

TEACHING OF HISTORY. (Elementary and Secondary Schools) By Henry Johnson, Professor Emeritus of History, Teachers College, Columbia University.—New York, Chicago, Boston, Dallas, Atlanta, San Francisco: The Macmillan Company.

Child Psychology

Like all other subjects that are really alive, child psychology does not stay put. Woodrow Wilson once made the observation that if you had a white post you must keep doing something to it every year, or it would no longer remain white. The parable illustrates the need of the revision of textbooks. In 1933 Jersild's *Child Psychology* was the last word in its field. While most of the material upon its pages was still of value as late as 1939, by that time it, in some of its phases, was lacking in complete up-to-dateness. Consequently, the present revision was needed.

This new book has all the merits of

its predecessor and some others in addition. The older material has been recast in the light of new information and certain changes of viewpoint and emphasis. Moreover, certain topics not treated in the earlier edition have been added. Noteworthy among these is a chapter on the subject of learning and growth. There is also another one dealing with the establishment of certain basic habits deeply involved in the child's early training. Other new chapters deal with the topics of children's interests, imaginative activities, and moral and religious concepts.

There is no doubt that this substantial, scholarly volume is representative of the best that has been done in its field. It is well adapted for use as a text, and its thoroughness, comprehensiveness, and sanity make it a "must" book for the library of the student of child psychology.

CHILD PSYCHOLOGY. By Arthur T. Jersild.—New York: Prentice-Hall.

More Than a Pitch-Pipe

The career of a music supervisor is so largely determined by factors other than those of musicianship that a book like "More Than a Pitch-Pipe" should prove most welcome. It deals interestingly and informally with a multitude of matters having to do with smoother performance of the community's hired music leader—but it is his performance in relation to the community and his colleagues rather than the way he conducts his bands and choruses that this book deals with. Practical matters they all are—matters like applying for a job, winning the respect of townspeople, cultivating a sense of humor, securing the right publicity for one's work. It might be called a "success book" in the field of music teaching were not its underlying purpose so much more than this implies. It seeks to impart the secret of finding one's self-fulfilment and happiness through a life whose theme is music but whose thought is service.

Tuition in the school of experience comes high. Music supervisors could save much of that high cost by thoughtfully reading "More Than a Pitch-Pipe" and catching its fine spirit.

MORE THAN A PITCH-PIPE. By Ennis Davis.—Boston: C. C. Birchard and Company.

Way of Life Series

Experience is the great teacher. But the capacity of schools to teach by direct experience is very limited. Hence the textbook—and, in particular, the set of fascinating volumes comprising the "Ways of Life Series." Clothbound, profusely illustrated with bleedoff pictures and of handy size and written in story form by reliable authorities these volumes take pupils behind the scenes and show them how things operate. Each book bears an alluring title, such as Streamliner, Treasure Shelves, At Your Service, 45-Caliber Law, Animal Kingdom, They Guard the Gates, and the boy or girl may turn hopefully to any one of these twenty-seven or more texts to satisfy an awakened curiosity about some occupation or some type of adventure. It may be travel on a streamline train or an ocean liner; or the operating of a library; or the life of the Royal Mounted Police of Canada or of men guarding the United States Border. One may even find a book about the nomadic life of a hobo, or the circumscribed existence of a man in prison—possibly just the right reading for some youth who thinks it is smart to be a crook.

It is evident that these charming little volumes will serve many good uses and will be among the most thumbed in any school library, school or classroom library fortunate enough to possess them.

WAY OF LIFE SERIES. Written by various authors.—Evanston, Illinois: Row, Peterson and Company.

Introduction to Commercial Geography

The subject of geography can be limited too much by boundary lines. To attempt to teach it from a provincial point of view would defeat the very purpose which justifies its inclusion in any curriculum. The primary idea about which the present work is grouped is that our modern civilization is becoming more and more dependent on foodstuffs, raw materials, and other products from all parts of the globe. As a result it can be classified with all possible exactness as "World Geography."

The book is attractive in format and modest in size, although it contains much more material than one would suppose at first glance. It literally is crammed with interesting and enlightening illustrations. We cannot examine many of these without being taken to the ends of the earth and then brought back home again. For example, in the chapter on "Animal Products" we note the following pictures: "Ploughing by Cattle in India," "An Old Type Ox-wagon Crossing a Water-course," "Cattle on the Poor Grass Prairies of Texas," "The Stock Yards of Chicago," "Winter Feeding of Cattle in England," "Cattle on Alpine Pasture," and "Dairy Cattle on the Polders of Holland." The other chapters are illustrated just as copiously.

All of the discussions in this commercial geography are exceptionally good reading. They help to a clearer understanding of some of the most vital problems with which the modern world is wrestling.

AN INTRODUCTION TO COMMERCIAL GEOGRAPHY. By L. Dudley Stamp.—London, New York, Toronto: Longmans, Green and Company.

Thorndike Century Senior Dictionary

Six years ago the Thorndike Century Junior Dictionary made its appearance and was received enthusiastically by parents, teachers and children. Now comes the Senior Dictionary by the same eminent authority.

The new volume, physically attractive with its bright red cover, its clearly drawn illustrations and its large type shows unmistakable signs throughout of consideration for the learner. Dr. Thorndike exemplifies a process that has been going on of late years in the simplification of school dictionaries.

Specially noteworthy is the system adopted to indicate pronunciations. By letting the short vowels go unmarked, and by employing the *schwa* or upside down *e* to denote the obscure sound that any vowel may have under certain circumstances, the editor has removed a good deal of needless clutter.

Over sixty-four thousand words are defined. The main emphasis is upon present-day usage. There has been no attempt at indicating whence or how words came to have their modern meanings.

THORNDIKE CENTURY SENIOR DICTIONARY. By E. L. Thorndike.—Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.